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ABSTRACT

An instrument was designed to survey students' impressions of Bowie State College (Maryland), with attention to administration, counseling and academic support services, and course loads. The research population consisted of students participating in the Special Services project at the college. Questionnaires were returned by six students, five black and one white. Five indicated that they were first-generation college students, and three said they were low-income. Three were sophomores, one a senior, and one respondent was unidentified. The questionnaire covered: teachers' characteristics, evaluation of specific courses, advisement and counseling evaluation, Special Services Project evaluation, and administrator evaluation. Respondents basically found teachers to be organized, experienced, and knowledgeable. There was no consensus on whether the course load was too much. Advisors and counselors were considered to be available, amiable, and advisory in a useful manner. The advising and counseling programs were considered well organized and managed, conveniently located, and beneficial. Additional findings and the responses to each survey question are shown in percentages (strong agreement, agreement, neutrality, disagreement, strong disagreement, or nonapplicability). (SW)

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STUDENTS' EVALUATION OF THE FIRST YEAR EXPERIENCE AT BOWIE STATE COLLEGE

by

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Introduction

The researchers developed the Students' Evaluation of the first year at Bowie State College and, accordingly, administered it. The instrument was designed to survey students' initial impressions of the administration, counseling and academic support services, and course loads. Astin and others have documented the relationship between student retention and satisfaction with the services offered at a college or university.[1] Astin has conducted a considerable amount of time identifying the features of colleges that affect the progress of minority students. The specific areas covered by the survey: administration, counseling and academic support services and student course loads are specifically related to the retention and graduation of minority students.

Student perceptions of the college environment are extremely important for administrators and others concerned with student success and achievement. This study is designed to add data to the literature on minority student satisfaction and retention.

[1] Adolphus, Stephen H., editor, Equality Postponed: Continuing Barriers to Higher Education in the 1980's. College Entrance Examination Board, New York, 1984.

METHODOLOGY

Administration of the questionnaire was via mail and the research population consisted of students participating in the Special Services project at Bowie State College: a project that provides academic assistance to students fitting the project's participant guidelines. Six (6) of the mailed questionnaires were returned. Of the six (6) student respondents, there were four (4) sophomores, one (1) senior, and one (1) student who did not indicate classification. Three (3) of the students were nineteen (19) years old. Each of the following age catagories was represented by one (1) student: age twenty-six (26), age forty-five (45), and age forty-seven (47). The gender of the students was equally divided; three (3) students represented each gender. In regard to race, five (5) of the students were black and one (1) was white. In addition, two (2) students inidcated that they were first-generation college students and three (3) students indicated that they were low-income and first-generation college students. One (1) student did not supply this information. All forms were completed anonymously.

The questionnaire was divided into six (6) sections: Evaluation of teachers' characteristics, evaluation of coursework, evaluation of advisement, evaluation of counseling, evaluation of the Special Services Project (tutors, learning skills specialist, writing skills specialist, and director), and evaluation of Bowie State College administrators. The specific questions covered each of the areas. The students responded to each question by indicating strong agreement, agreement, neutrality, disagreement, strong disagreement, or non-applicability.

Section A - Evaluation of Teachers' Characteristics

Question	Responses	%
1. My teachers are well organized.	Strong agreement	16.7
	Agreement	66.7
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	0
2. My teachers follow the class schedule	Strong agreement	16.7
	Agreement	83.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	
3. My teachers are experienced.	Strong agreement	33.3
	Agreement	50.0
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	0
4. My teachers are predictable.	Strong agreement	0
	Agreement	33.3
	Neutrality	50.0
	Agreement	0
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	0
5. My teachers communicate course requirements clearly.	Strong agreement	33.3
	Agreement	50.0
	Neutrality	16.7
	Disgreement	0
	Strong disagreement	0
	Non-applicability	0
6. My teachers gave 4-5 tests per semester.	Strong agreement	16.7
	Agreement	66.7
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	0

(Section A. cont.)

7. My teachers paraphrase the textbook.	Strong agreement	16.7
	Agreement	50.0
	Neutrality	33.3
	Disagreement	0
	Strong disagreement	0
	Non-applicability	0
8. My teachers add materials to the textbook.	Strong agreement	0
	Agreement	66.7
	Neutrality	0
	Disagreement	33.3
	Strong disagreement	0
	Non-applicability	0
9. My teachers are good.	Strong agreement	16.7
	Agreement	66.7
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	0
10. My teachers are knowledgeable.	Strong agreement	33.3
	Agreement	66.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	0

Section B - Evaluation of Coursework

Question	Responses	%
1. The entire courseload was too much.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	33.3
	Disagreement	0
	Strong disagreement	33.3
	Non-applicability	0
2. The English-Reading course work was too hard.	Strong Agreement	0
	Agreement	0
	Neutrality	33.3
	Disagreement	16.7
	Strong disagreement	50.0
	Non-applicability	0

(Section B. cont.)

3.	The Math course is too hard.	Strong agreement 0 Agreement 33.3 Neutrality 0 Disagreement 16.7 Strong disagreement 33.3 Non-applicability 0 No Response 16.7
4.	The Oral Communications course work is too hard.	Strong agreement 0 Agreement 0 Neutrality 16.7 Disagreement 0 Strong disagreement 50.0 Non-applicability 33.3
5.	The Physical Education course work is too hard.	Strong agreement 0 Agreement 0 Neutrality 33.3 Disagreement 0 Strong disagreement 66.7 Non-applicability 0
6.	The Orientation class course work is too hard.	Strong agreement 0 Agreement 16.7 Neutrality 0 Disagreement 0 Strong disagreement 66.7 Non-applicability 16.7
7.	There are too many assignments in the entire courseload.	Strong agreement 0 Agreement 16.7 Neutrality 16.7 Disagreement 16.7 Strong disagreement 33.3 Non-applicability 0 No Response 16.7
8.	There are too many assignments in English-Reading.	Strong agreement Agreement 16.7 Neutrality 16.7 Disagreement 16.7 Strong disagreement 50.0 Non-applicability 0
9.	There are too many assignments in Math.	Strong agreement 0 Agreement 0 Neutrality 16.7 Disagreement 16.7 Strong disagreement 33.3 Non-applicability 16.7 No Response 16.7

10. There are too many assignments in Oral Communication.	Strong agreement	0
	Agreement	0
	Neutrality	33.3
	Disagreement	0
	Strong disagreement	33.3
	Non-agreement	16.7
	No Response	16.7
11. There are too many assignments in Physical Education.	Strong agreement	0
	Agreement	0
	Neutrality	33.3
	Disagreement	0
	Strong disagreement	50.0
	Non-applicability	0
	No Response	16.7
12. The English-Reading instructor is available outside of the scheduled class session.	Strong agreement	33.3
	Agreeement	33.3
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	0
13. The Math instructor is available outside of the scheduled class session.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	33.3
	Non-applicability	0
	No Response	16.7
14. The Oral Communications instructor is available outside of the scheduled class session.	Strong agreement	33.3
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	33.3
15. The Physical Education instructor is available outside of the scheduled class session.	Strong agreement	16.7
	Agreement	66.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	16.7
16. The Orientation class instructor is available outside of the scheduled class session.	Strong agreement	50.0
	Agreement	0
	Neutrality	0
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	16.7
	No Response	16.7

Section C - Evaluation of Advisement

Counselors were seen 5 times by 2 students (33.3%), 6 times by 1 student (16.7%), 2 times by 1 student (16.7%), and 1 time by 1 student (16.7%). There was no respsonse by 1 student (16.7%).

Question	Response	%
1. My advisor is usually available.	Strong agreement	50.0
	Agreement	16.7
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	0
2. My advisor gets along well with me.	Strong agreement	50.0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	0
3. My advisor gives me good advice.	Strong agreement	50.0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	0
4. My advisor provides me with useful advice.	Strong agreement	50.0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	0
5. My advisor is patient.	Strong agreement	50.0
	Agreement	16.7
	Neutrality	33.3
	Disagreement	0
	Strong disagreement	0
	Non-applicability	0
6. My advisor is demanding.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	33.3
	Disagreement	33.3
	Strong disagreement	0
	Non-applicability	0

7. The Advisor Program is good.	Strong agreement	33.3
	Agreement	33.3
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	0
8. The Advisor Program is well organized.	Strong agreement	50.0
	Agreement	33.3
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	0
9. Advisors are conveniently located.	Strong agreement	33.3
	Agreement	33.3
	Neutrality	33.3
	Disagreement	0
	Strong disagreement	0
	Non-applicability	0

Section D - Evaluation of Counseling

Three students (50%) reported that they did not see counselors, one student (16.7%) participated in counseling 10 times, another student (16.7%) participated 12 times and still another student (16.7%) indicated participating "many times".

Question	Responses	%
1. Counselors are available.	Strong agreement	50.0
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7
2. Counselors' schedules are convenient.	Strong agreement	33.3
	Agreement	16.7
	Neutrality	0
	Disagreement	16.7
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7

(Section D cont.)

3. Counselors know where to go for additional information.	Strong agreement	50.0
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7
4. Counselors keep scheduled appointments.	Strong agreement	33.3
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7
5. Counselors keep office hours.	Strong agreement	50.0
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7
6. Counselors are well trained.	Strong agreement	50.0
	Agreement	0
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7
7. Counselors communicate well.	Strong agreement	50.0
	Agreement	0
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7
8. Counselors help.	Strong agreement	50.0
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7

(Section D cont.)

9. Counselors know student problems.	Strong agreement	50
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7
10. Counselors' offices are centrally located.	Strong agreement	50.0
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7
11. The Counseling Program is well organized.	Strong agreement	33.3
	Agreement	16.7
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7
12. The Counseling Program is effectively managed.	Strong agreement	50.0
	Agreement	0
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	16.7

Section E - Evaluation of Special Services Project

TUTORS

Four (66.7%) of the students indicated that they had not consulted a tutor at the Special Services Project, one student or 16.7% had consulted tutors 9 times, and one student or 16.7% did not respond to this question.

Question	Responses	%
1. Tutors are available in all areas in which they are needed.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	16.7
	No Response	33.3

(Section E cont.)

2. Tutors' schedules are convenient.	Strong Agreement	16.7
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	16.7
	No Response	33.3
3. Tutors are knowledgeable.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3
4. Tutors know where to go for additional information.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3
5. Tutors keep appointments.	Strong agreement	16.7
	Agreement	0
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	16.7
	No Response	33.3
6. Tutors always follow their posted schedules.	Strong agreement	16.7
	Agreement	0
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	16.7
	No Response	33.3
7. Tutors are trained.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3

(Section E cont.)

8. Tutors communicate well.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3
9. Tutors help.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Resposne	33.3
10. The tutors know the material classroom teachers cover.	Strong agreement	16.7
	Agreement	0
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3
11. The tutorial CENTER is centrally located.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
	No Response	33.3
12. The tutorial CENTER is well organized.	Strong agreement	16.7
	Agreement	0
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	16.7
	Non-applicability	16.7
	No Response	33.3
13. The tutorial CENTER is effectively managed.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7

Learning Skills Specialist

Four students or 66.7% indicated that they hadn't had a session with the Learning Skills Specialist, one student or 16.7% saw the Learning Skills Specialist 4 times and one student or 16.7% did not respond to this question.

Question	Responses	%
1. The Learning Skills Specialist is always available.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreeement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7
2. The Learning Skills Specialist's schedule is convenient.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7
3. The Learning Skills Specialist is knowledgeable.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7
4. The Learning Skills Specialist knows where to go for additional information.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7
5. The Learning Skills Specialist keeps appointments.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7

(Section E cont.)

6. The Learning Skills Specialist always follows the posted schedule.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7
7. The Learning Skills Specialist is trained.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7
8. The Learning Skills Specialist communicates well.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7
9. The Learning Skills Specialist helps.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7
10. The Learning Skills Specialist knows the material classroom teachers cover.	Strong agreement	0
	Agreement	50.0
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7
11. The Learning Skills Specialist's office is centrally located.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7

12. The Learning Skills Specialist's office is well organized.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7
13. The Learning Skills Specialist's office is effectively managed.	Strong agreement	16.7
	Agreement	16.7
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	16.7

Section E - Writing Skills Specialist

Five students or 8.3% indicated that they hadn't had a session with the Writing Skills Specialist and one student or 16.7% did not respond.

Question	Response	%
1. The Writing Skills Specialist is always available.	Strong agreement	0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3
2. The Writing Skills Specialist's schedule is convenient.	Strong agreement	0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3
3. The Writing Skills Specialist is knowledgeable.	Strong agreement	0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3

4.	The Writing Skills Specialist knows where to go for additional information.	Strong agreement 0 Agreement 33.3 Neutrality 0 Disagreement 0 Strong disagreement 0 Non-applicability 33.3 No Response 33.3
5.	The Writing Skills Specialist keeps appointments.	Strong agreement 0 Agreement 16.7 Neutrality 16.7 Disagreement 0 Strong disagreement 0 Non-applicability 33.3 No Response 33.3
6.	The Writing Skills Specialist always follows the posted schedule.	Strong agreement 0 Agreement 33.3 Neutrality 0 Disagreement 0 Strong disagreement 0 Non-applicability 33.3 No Response 33.3
7.	The Writing Skills Specialist is trained.	Strong agreement 0 Agreement 33.3 Neutrality 0 Disagreement 0 Strong disagreement 0 Non-applicability 33.3 No Response 33.3
8.	The Writing Skills Specialist communicates well.	Strong agreement 0 Agreement 33.3 Neutrality 0 Disagreement 0 Strong disagreement 0 Non-applicability 33.3 No Response 33.3
9.	The Writing Skills Specialist helps.	Strong agreement 0 Agreement 33.3 Neutrality 0 Disagreement 0 Strong disagreement 0 Non-applicability 33.3 No Response 33.3

10. The Writing Skills Specialist knows the material classroom teachers cover.	Strong agreement	0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3
11. The Writing Skills Specialist's office is centrally located.	Strong agreement	0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3
12. The Writing Skills Specialist is well organized.	Strong agreement	0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	33.3
	No Response	33.3
13. The Writing Skills Specialist's office is effectively managed.	Strong agreement	0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	33.3
	No Response	33.3

Section E - Director

Two students or 33.3% indicated that they had sessions with the director on 4 occasions; one student or 16.7% stated that he/she had a session with the director once and another student or 16.7% stated that he/she had sessions with the director on 2 occasions. Two or 33.3% of the students did not respond.

Question	Responses	%
1. The Director is always available.	Strong agreement	33.3
	Agreement	66.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	0
	No Response	0

2. The Director's schedule is convenient.	Strong agreement	33.3
	Agreement	66.7
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
3. The Director is knowledgeable.	Strong agreement	50.0
	Agreement	50.0
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
4. The Director knows where to go for additional information.	Strong agreement	50.0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
5. The Director keeps appointments.	Strong agreement	50.0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
6. The Director always follows her posted schedule.	Strong agreement	50.0
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
	Non-applicability	16.7
7. The Director is trained.	Strong agreement	66.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
8. The Director communicates well.	Strong agreement	66.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0

9. The Director helps.	Strong agreement	50.0
	Agreement	50.0
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
10. The Director knows the material classroom teachers cover.	Strong agreement	50.0
	Agreement	50.0
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
11. The Director's office is centrally located.	Strong agreement	50.0
	Agreement	50.0
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
12. The Director is well organized.	Strong agreement	50.0
	Agreement	50.0
	Neutrality	0
	Disagreement	0
	Strong disagreement	0
13. The Director's office is effectively managed.	Strong agreement	66.7
	Agreement	33.3
	Neutrality	0
	Disagreement	0
	Strong disagreement	0

Section F - Evaluation of Bowie State College Administrators.

Question	Responses	%
1. Administrators are usually available.	Strong agreement	16.7
	Agreement	50.0
	Neutrality	0
	Disagreement	16.7
	Strong disagreement	16.7
2. Administrators' jobs are clear to me.	Strong agreement	16.7
	Agreement	50.0
	Neutrality	0
	Disagreement	16.7
	Strong disagreement	16.7

3. Administrators communicate school policies to me.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	16.7
	Disagreement	16.7
	Strong disagreement	16.7
4. Administrators are aware of student needs.	Strong agreement	16.7
	Agreement	50.0
	Neutrality	0
	Disagreement	16.7
	Strong disagreement	16.7
5. Administrators are approachable.	Strong agreement	16.7
	Agreement	50.0
	Neutrality	0
	Disagreement	16.7
	Strong disagreement	16.7
6. Administrators care about students.	Strong agreement	33.3
	Agreement	33.3
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	16.7
7. Administrators are good at what they do.	Strong agreement	33.3
	Agreement	33.3
	Neutrality	0
	Disagreement	16.7
	Strong disagreement	16.7
8. Administrators get student input before making decisions on program changes.	Strong agreement	33.3
	Agreement	16.7
	Neutrality	16.7
	Disagreement	16.7
	Strong disagreement	16.7
9. Administrators designed a good schedule.	Strong agreement	16.7
	Agreement	33.3
	Neutrality	0
	Disagreement	16.7
	Strong disagreement	0
	No Response	16.7
10. Administrators included courses in the curriculum that I need.	Strong agreeement	16.7
	Agreement	50.0
	Neutrality	33.3
	Disagreement	0
	Strong disagreement	0

11. Administrators' offices are centrally located.	Strong agreement	16.7
	Agreement	50.0
	Neutrality	16.7
	Disagreement	0
	Strong disagreement	0
12. Adminstrators are accessible.	Strong agreement	16.7
	Agreement	50.0
	Neutrality	0
	Disagreement	16.7
	Strong disagreement	16.7

Summary

The respondents basically found teachers organized, experienced, and knowledgeable. Most of the respondents' instructors were reported to have supplemented the class text. Overall, the respondents judged the teachers to be "good." Furthermore, most respondents felt that English-Reading, Physical Education, Oral Communications, and Orientation weren't "too hard." However, there was no consensus on whether the entire course load was "too much." Relevant to this perceived lack of difficulty, perhaps, is the indication by at least half of the respondents that their English-Reading, Math, Oral Communications, and Physcial Education instructors were available outside of class.

In regard to the other components, advisors and counselors were equally considered to be available, amiable, and advisory in a useful manner though not demanding. The advising and counseling programs were also considered well organized and managed, conveniently located, and beneficial. By those respondents who considered it applicable, the tutors, director, learning skills specialist, and writing skills specialist were perceived as knowledgeable, resourceful, trained, and helpful. There was, however, a wide dispersion of views on tutors' appointment-keeping and schedule-following.

Overall, the administrators were perceived positively. However, there existed wide dispersion on respondent perceptions in all categories of adminsitration except in regard to administrators including needed curriculum courses and to administrators' offices being centrally located. In fact, the students were almost split between agreement and strong disagreement on their perception of administrators.

The instrument provides a variety of student perceptions. Consequently, it can provide to teachers, advisors, counseling and academic support services, and administrators feedback on the effects, if any, of their behavior on the student population. It may prove to be highly beneficial in improving the college community's relationships if a similar instrument were administered to incoming students on a yearly basis.